

Assessing with TABE

This Power Point provides an overview of appropriate TABE testing administration.

All test administrators must be familiar with proper testing procedures.

Appropriate TABE Level – Why?

- To best inform instruction
- To ensure the best diagnostic
- To maximize student progression toward goals
- To minimize re-testing by preventing out-of-range scores
- To place in appropriate NRS level

Choosing the Appropriate Level Test

Locator = Levels E, M, D or A

Word List = Level L

Rules of the Locator

- It is a ***timed*** and ***proctored*** test
- It is just an ***estimate*** of the student's skill level in each content area
- "Cut points" are ***guidelines***.

Use *professional judgment* along with the *cut points* and any other knowledge of the examinee's skills, current or previous performance to help determine placement in TABE levels

TABE 9 & 10 Locator Test Item Count and Testing Times

Test	# of Items	Testing Time (minutes)
Reading	12	12
Mathematics Computation	8	5
Applied Mathematics	8	8
Language	12	12

9 & 10 Locator Test Scores Evaluation Chart

Based on Example below – Locator suggests student use:
Reading – Level D, Math - Level E, and Language Level M

Reading	Math	Language	TABE Level
6 & below	4 - 6	6 & below	E
7-8	7-8	7-8	M
9 - 10	9 - 11	9 - 10	D
11 - 12	12 - 16	11 - 12	A

TABE Levels/Content Ranges

L	0.0 – 1.9	Literacy
E	2.0 – 3.9	Easy
M	4.0 – 5.9	Medium
D	6.0 – 8.9	Difficult
A	9.0 – 12.9	Advanced

(these are also called “cut points”)

Out of Range Scores

TABE Test Level	Content Grade Level Range	Reading			Mathematics (Applied and Computations)			Language		
		Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range	Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range	Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range
L (Limited Literacy)	0-1.9	160-234	253-360	370-457	160	182-348	355-440			
E (Easy)	2.0-3.9	246-366	368-460	462-516	200-345	308-440	438-500	235-389	397-490	491-523
M (Medium)	4.0-5.9	374-459	464-517	522-549	307-442	440-503	508-548	396-487	492-520	524-546
D (Difficult)	6.0-8.9	463-516	519-561	568-595	442-504	504-572	562-601	492-523	524-556	561-581
A (Advanced)	9.0-12.9	538-565	568-612	619+	528-572	563-626	613+	541-559	564-603	613+

Frequently Asked Question – Locator & ‘levels’ of TABE

What if student takes “wrong level” of TABE?

Repeat initial assessment with correct TABE level
(whole test or individual subject area(s), as needed)

Example:

Locator → student should take TABE D in all areas, BUT
9D results → Math Scale Score 438

Since 438 is out of range for the TABE D, then Math subtest score/info is not accurate. Student should be re-tested on the TABE M for Math. TABE D math score should NOT be used as the enrollment score.

For Valid Scores...

- ***Administer & Score Test According to Guidelines:***
 - *Guide to Administering TABE 9 & 10*
 - *Test Directions* for TABE being Administered
- Test must be ***Timed*** appropriately
- Test must be ***Monitored*** (*administrator in the room*)
- Examiners should ***be familiar with test*** items, tasks, and directions.

Using the Norms Book

Remember – Scores are most reliable
when examinees get approximately
40 to 75 % of the items correct

- Norms book gives you Scale Scores and GE for **ALL** “raw” number-correct (NC) scores (***even unreliable ones***)
- ***Check to be sure score is reliable***
Check scale scores for TABE Level
(A, D, M, E, L). Are scale scores in range?

Test *Versions* (9 vs. 10)

- **MUST Post-test with an Alternate Version of the TABE, if Level is the same**

Why? - To reduce exposure to the content of a particular test – avoid memorization/“practice effect.”

- **DO NOT have to post-test using the same Level of the TABE (program/teacher judgment)**

Ex: a student scores a 517 in reading on TABE M (near top of designated content for that level of TABE), likely, they need to take a TABE D for reading next time.

- You can use in any order (9,10 or 10, 9)

Testing Accommodations

- Accommodations are:
 - Intended To Provide Equal Access
 - Designed to Minimize An Advantage Or Disadvantage
- Unlike the GED® test, paper documentation of accommodations is not required for the TABE
- *Accommodations should NOT be used on assessments unless they are used regularly in classroom instruction*

Test Security

- Keep Tests In Locked Storage
- Monitor Students During Testing
 - No phones, beepers, hats, coats, talking, sharing answers, crib sheets, etc.
- Collect Documents After Each Testing Session
 - Erase marks in booklets
 - Shred scratch paper (students cannot keep)

Preparing Students to Take the TABE

- Have A Positive Attitude
- Testing does NOT have to be the very 1st thing
- Before giving Locator - Take time to:
 - Interview student
 - Discuss The Test Format, answer sheet format
 - Discuss Test Taking Strategies
 - Provide ***timed*** TABE practice questions
[For post-test students, practice timed review tests or classroom exercises]

Administering the TABE

- Provide “standardized” testing conditions
 - Quiet, uninterrupted time/space
 - Good lighting, temperature, etc.
 - Spacing between students
- Be sure to have all materials (timer, pencils, etc.)
- Review & check identifying information
- Check that students are marking answers in right places
- Post end times and give warnings

Post-Assessment Counseling

- Discuss general feelings/reactions to assessment
- Provide scale scores and list of skills “missed” (item analysis)
- Discuss “goals” for subject area improvement
- Discuss plans for instruction
 - Subject area skills
 - Test-taking strategies/skills